

Recovery Support and Environmental Strategies to Prevent and Reduce Substance Abuse at TCNJ



College Drinking Problems

- College drinking is extremely widespread:
 - **Prevalence:** About four out of five college students drink alcohol.
 - About half of college students who drink, also consume alcohol through binge drinking.
 - **Suicide Attempts:** More than 150,000 students develop an alcohol-related health problem and between 1.2 and 1.5 percent of students indicate that they tried to commit suicide within the past year due to drinking or drug use.
 - **Death:** 1,825 college students between the ages of 18 and 24 die each year from alcohol-related unintentional injuries.
 - **Injury:** 599,000 students between the ages of 18 and 24 receive unintentional injuries while under the influence of alcohol.

Virtually all college students experience the effects of college drinking – whether they drink or not.

- **Assault:** More than 690,000 college students between the ages of 18 and 24 are assaulted by another student who has been drinking.
- **Sexual Abuse:** More than 97,000 college students between the ages of 18 and 24 are victims of alcohol-related sexual assault or date rape.
- **Disrupted Sleep & Study**

TCNJ's Initial Efforts

- 2007 Commission on the Prevention of Alcohol Abuse
 - Examined the influence alcohol has on the community and actions that will reduce underage and high risk drinking among students.
 - Developed an integrated environmental management approach to examine and initiative best practices.
 - BASICS
 - CHOICES

TCNJ's Ongoing Efforts

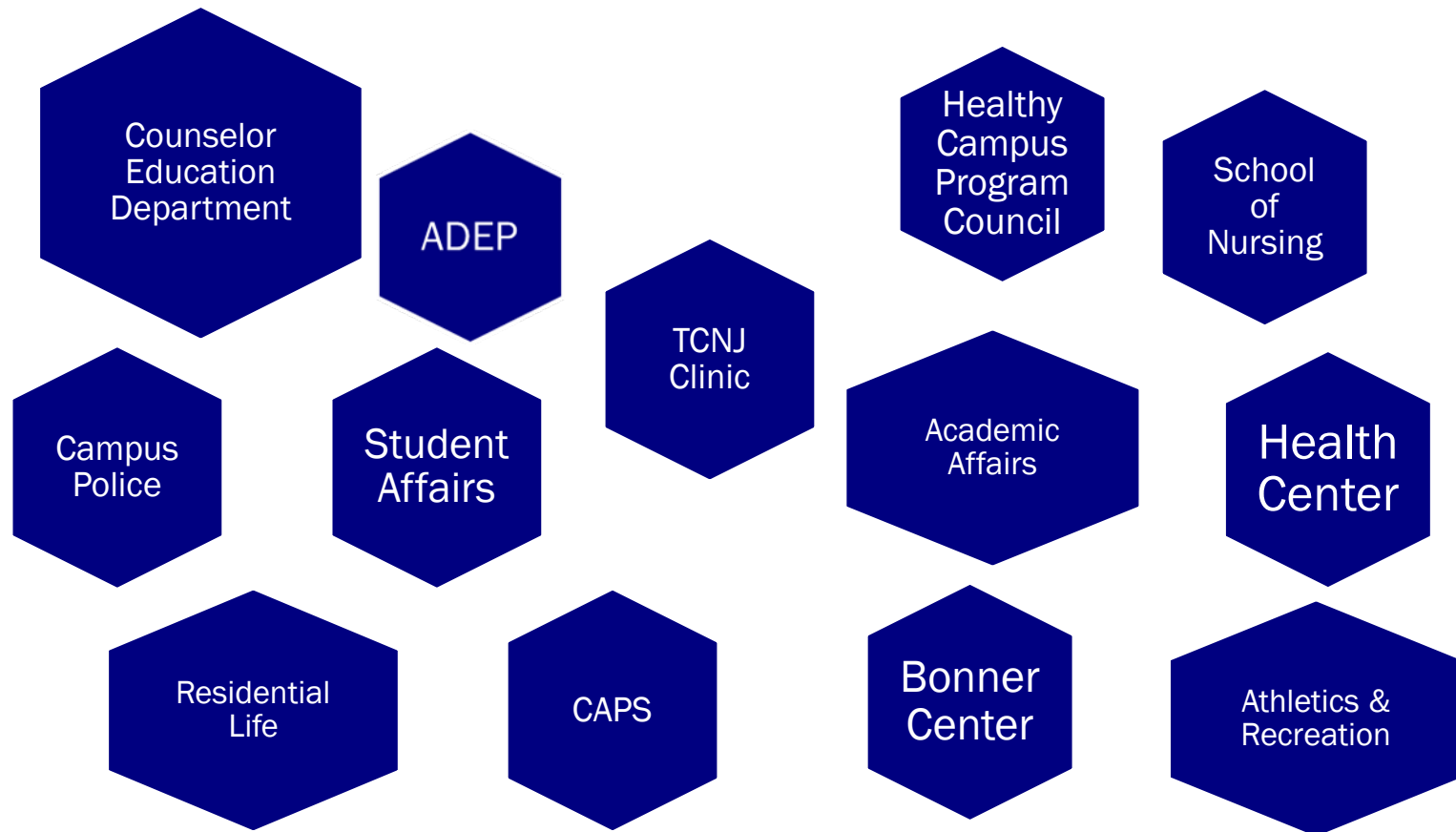
- 2011 Healthy Campus Program Council
- Student Health 101
 - ▣ Online monthly newsletter
- SMART Recovery
- Homecoming
- Medicine drop box
- NARCAN

Opportunity



- State of New Jersey: Department of Human Services: Division of Mental Health Services
- Recovery Support and Environmental Strategies to Prevent and Reduce Substance Abuse on College Campuses in New Jersey

Interdisciplinary Effort



Students in Recovery

- Hidden population at most colleges
- Lack social opportunities on campus
- Alcohol is often unavoidable in dorms
- Often feel developmentally different than their peers – “*Been there...done that*”.
- Affects recruitment and retention
- Recovery vs. Academics

Collegiate Recovery Programs

- Potential of contributing to changes in the college culture regarding substance use.
- Reduces barriers to the effectiveness of prevention programs.

Primary
Prevention

Secondary
Prevention

Tertiary
Prevention

State Funding to Support Student Recovery and Promote Environment Change



Late Night Activities

- Appealing late night substance free activities on campus during key known drinking nights.
 - *Late Night Penn State*
 - 85% of Penn State students attended activities at least once in the past semester.
 - 75% of students identify it as a “cool entertainment option”.
 - *Late Night* participants were significantly less likely to drink heavily than nonparticipants, and 14% less likely to binge drink.

Late Night Activities

- Hiring a Late Night Activities Coordinator
 - ▣ Reports to the Director of Recreation
 - ▣ Budget for activities
 - Includes 'grants' for student organizations to sponsor events
 - Awards for highest attendance



Recovery Housing

- Colleges are commonly socially organized around the use and misuse of alcohol and other drugs.
 - Pro-alcohol environment is a relapse risk
 - Conflicts with university life and students' perceived recovery identities.
 - Recovery housing as tertiary prevention
 - Only 16 other colleges with recovery housing

Successful Recovery Housing

- Peer support
- Active involvement of residents
- Community service
- Located on, or very near campus
- Financial scholarships

Counseling

- Individual and group counseling
- LCADC
 - Collaborates with house mentor and co-chairs the environmental change task force
- Life skills and relapse prevention groups
- Case management

Environmental Strategies Taskforce

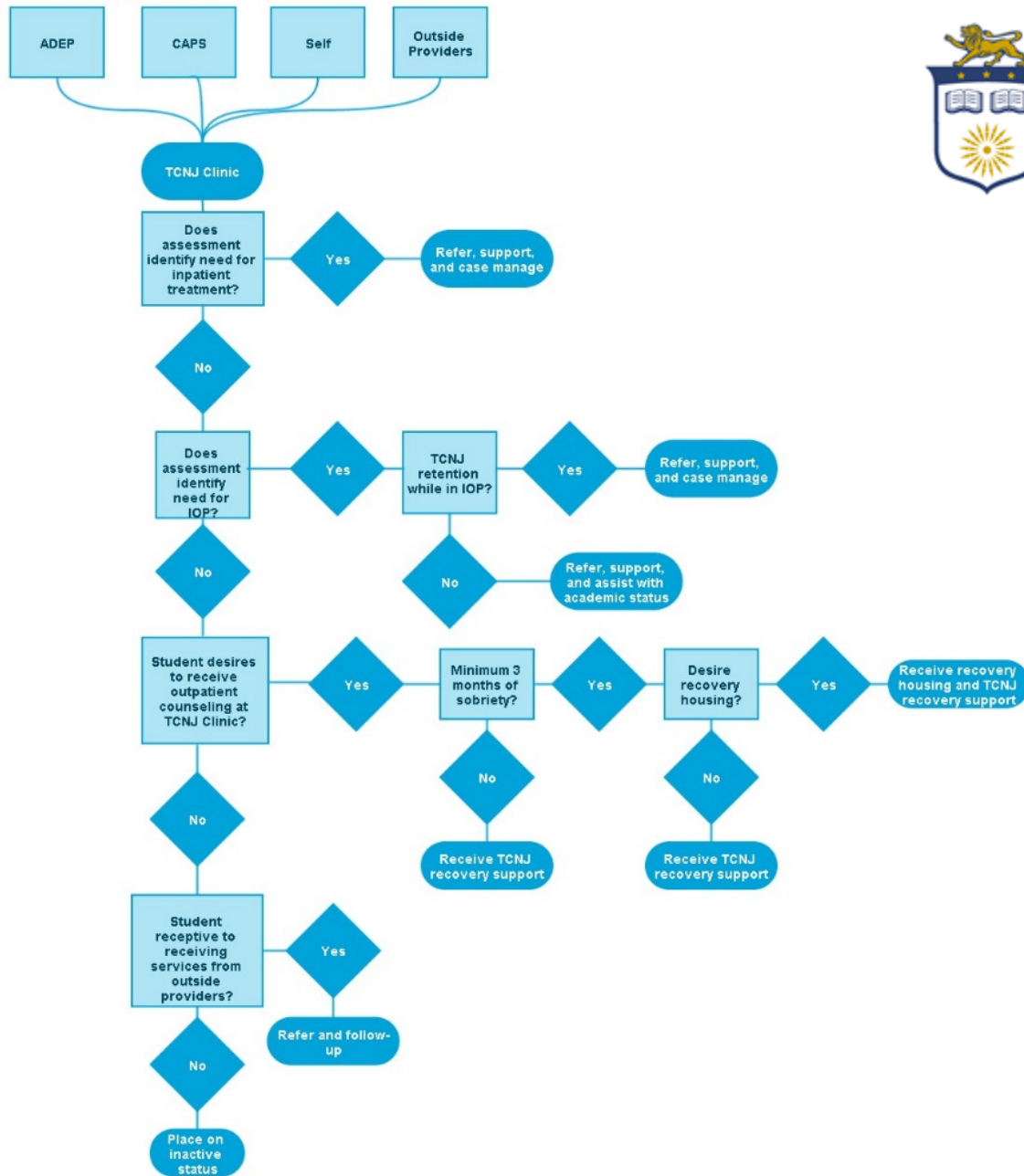
- Identify, develop and support environmental strategies that ensure programs, policies and strategies are sensitive to the needs of students in recovery.



Helping to Make the Connection

- College students are less likely to seek treatment than their non-college attending peers.
 - CAPS, ADEP and Residential Life staff will refer to the LCADC to deeper assessment, appropriate referral identification and connectivity with outside programming when appropriate.
 - Providing college-level support with academic registration as it relates to leaves-of-absence.

Recovery Support



TCNJ THE COLLEGE OF
NEW JERSEY

Presence of Collegiate Recovery

- Increasing rates of high school students seeking substance abuse treatment
 - Marijuana
- Reduces the stigma of others asking for help
- A clear statement from college administrators to students, parents that substance use is not condoned.
- Provides a ready-made community of support for new students.
 - *“I didn’t have to look around for the right people.”*

Targeting the Transition

- 40% of high school students report increased temptation to use alcohol and other drugs when transitioning to college (Bell et al., 2009).
- Perception of peer alcohol use is much higher than actual use among college students (Prince et al., 2014).
- College freshmen drink more alcoholic drinks and engage in heavy drinking episodes more frequently than upperclassmen (DeMartini & Carey, 2012).
- More than half of all students who leave college do so in the first 6 weeks (Mattanhan et al., 2010).

Model Program

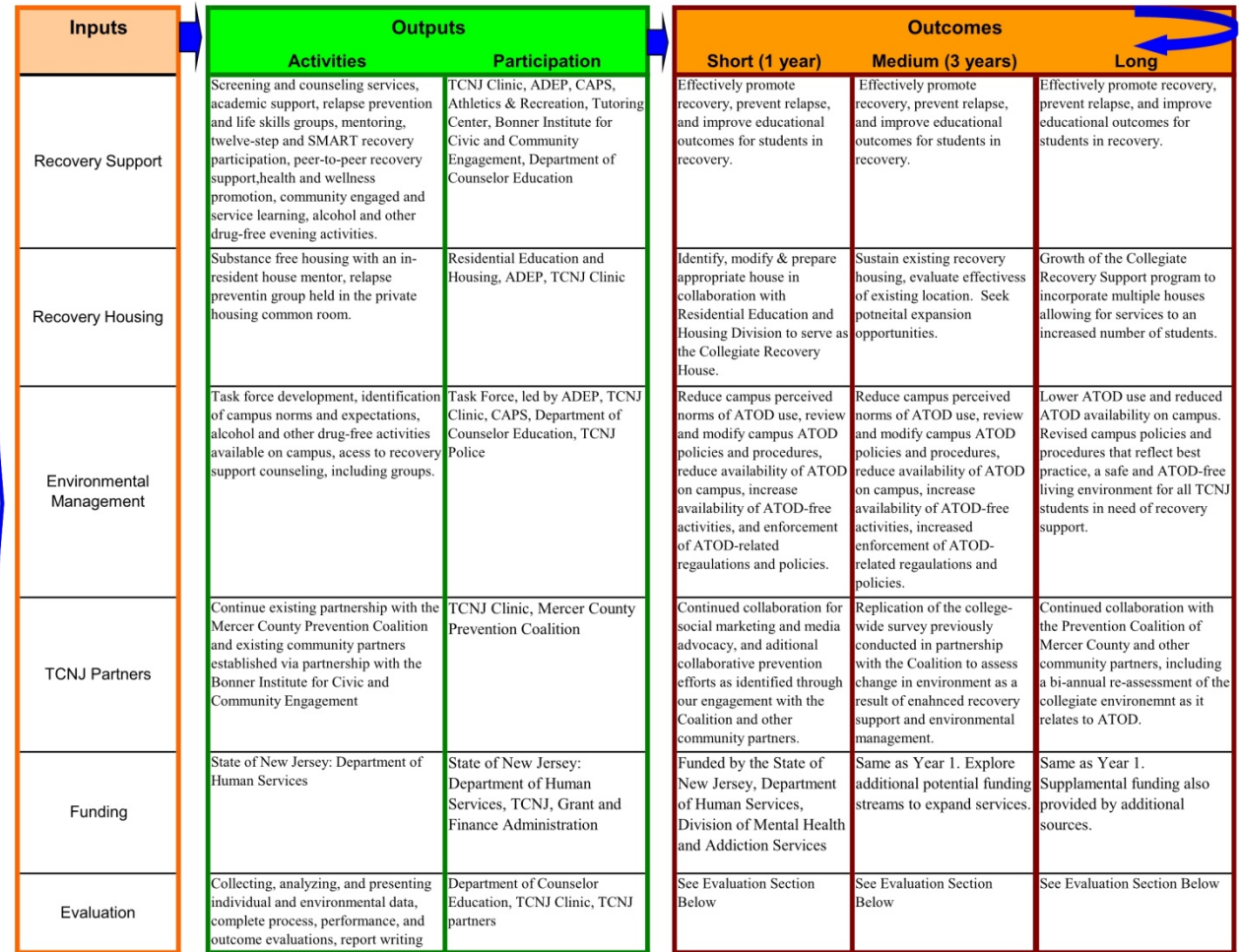
- Only 16 colleges in the United States have undergraduate collegiate recovery programs.
 - Evidence of best-practice is a work in progress
- Texas Tech University's Center for the Study of Addiction and Recovery (CSAR) has developed and evaluated a model for collegiate recovery programming.
 - http://www.depts.ttu.edu/hs/csa/collegiate_recovery.php

Situation

The misuse of alcohol is a major social and health issue on college campuses across the country, with over 30% of college students meeting the criteria for substance use disorder - alcohol. The annual rate of any illicit drug use across college campuses is 37%. College campuses may be perceived as unwelcoming to students in recovery due to this commonly identified prodinking and pro-drug use subculture. This environment negatively effects academic achievement and increases relapse risk for students in recovery.

Priorities

TCNJ recognizes the value of the *'human capital'* gained by supporting students in recovery to promote their academic success at TCNJ, as well as health and well-being.



Assumptions:

Students who engage in recovery support and live in a campus environment focused on the same, will build and sustain recovery capital.

External Factors

Sufficient funding available to provide described services.

EVALUATION

What was the effect of the recovery support engagement?

What program/contextual factors were associated with outcomes?

What individual factors were associated with outcomes?

How durable were the effects?

How closely did implementation match plan? Plan deviations? Deviation details and effects?

Who provided what services to whom, in what context, and at what cost?

Recovery sustained, academic success, school connectedness, improved recovery capital

Process evaluation components, including focus groups, key informant interviews, stakeholder journals

Relapse, academic performance, Assessment of Recovery Capital, Temptation and Restraint Inventory, recovery activities

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Process evaluation components

Citations

- Bell, N. et al. (2009). University students in recovery: Implications of different types of recovery identities and common challenges. *Alcoholism Treatment Quarterly*, 27, 426-441.
- Bell, N. et al. (2009). “It has made college possible for me”: Feedback on the impact of a university-based center for students in recovery. *Journal of American College Health*, 57, 650-657.
- DeMartini, K. & Carey, K. (2012). Optimizing the use of the AUDIT for alcohol screening in college students. *Psychological Assessment*, 24, 954-963.
- Mattanhan, J., Ayers, J., Brand, B., Brooks, L., Quimby, J. & McNary, S. (2010). A social support intervention to ease the college transition. *Journal of College Student Development*, 51, 93-108. doi: 10.1353/csd.0.0116
- Prince, M. A., & Carey, K. B. (2010). The malleability of injunctive norms among college students. *Addictive Behaviors*, 35, 940-947. doi:10.1016/j.addbeh.2010.06.006